

CPM Project

GARNET, BLACK AND GRAY:  
THE AGING WORKFORCE  
AT THE  
UNIVERSITY OF SOUTH CAROLINA

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## GARNET, BLACK AND GRAY:

### THE AGING WORKFORCE AT THE UNIVERSITY OF SOUTH CAROLINA

#### Introduction

The Baby Boomer generation is in the midst of its loudest bang yet and it is being felt across the United States and the world. From their sheer number of births in the mid 1940's through the early 1960's, to coming of age in during the Vietnam War, the Boomers have always been in the news, but perhaps never more so than with their looming retirements. According to a *NTAR Leadership Center* report issued in March 2012, "the number of workers over age 55 is projected to increase significantly over the next 20 years, with this demographic group projected to comprise as much as one-fifth on the nation's workforce by 2015...and by 2020, the Baby Boomers, who make up more than 40% of the US workforce will be exiting the workforce in large numbers. These workers will also take decades of accumulated organizational knowledge with them, and this 'brain drain' could result in the loss of key information about customers and practices that could be devastating to organizations."

Between 2000 and 2010, the 45-64 population grew 31.5%, and makes up 26.4% of US population. Each year, more than 3.5 million boomers turn 55 and in 2012, America's 50 and older population reached 100 million. Closer to home, the general population in South Carolina is above the national average in 55-64 and 65-74 age groups and below the national average in the 45-54 and under age groups, according to the website [www.city-data.com](http://www.city-data.com). These statistics are mirrored in the state's workforce.

As the Boomers exit the workforce, the Millennials are coming into it, making their own noise. The millennial generation is categorized as those born in the 1980's and after. They represent the largest emerging age group since the Boomer generation. As the number of Millennials grows significantly in the workplace, employers will need to consider how to manage the generational and cultural differences of these two groups and to plan for the future as the Boomers turn the reigns over to the Millennials. This includes knowledge retention, succession planning, different motivational strategies and evolving technological needs. Employers will need to be receptive to the strengths of multi-generational workforce and learn how to effectively manage the dynamics in the work environment.

Institutions of higher education are no exception to the trends of Boomer retirements. An internet search will yield thousands of hits on the aging academia. While many institutions of higher education continue to re-employ their retirees in academic, research and administrative roles, the majority of these retirees will leave the workforce in the next seven to ten years. Universities need to prepare now to ease the Boomers transition and adapt to the younger workforce and their different work styles. The Millennials have much stronger technical skills, like to work at a faster pace, prefer team work, and have the expectation that their leaders will lead. These characteristics are beneficial in academia and research, but can be contradictory to how many of the administrative units in higher education institutions function today. Millennials in non-academic professional and technical roles are less likely to stay with one institution for the duration of their career. Additionally, many well-educated and highly skilled Millennials do not view careers in some industries as particularly attractive. Certain sectors in the United States are particularly vulnerable, including public administration and educational services, according

Accenture ([www.accenture.com](http://www.accenture.com)). This could be a challenge if higher education institutions move away from career employees to a more transient workforce.

### The University of South Carolina

*“The primary mission of the University of South Carolina is the education of the state’s diverse citizens through teaching, research, creative activity and service.”*

The beginning of the University’s mission statement is a clear roadmap to our future. With over 6,000 FTE’s, the University is one of the largest state agencies and also one of the largest employers in the Columbia metro area. It is comprised of the flagship campus in Columbia, seven system campuses, and two medical school campuses. The University strives not only to be a premier educational and research university, but to also improve the health and well-being of our state and its citizens with public health and medical services offered throughout the state.

However, the University is an institution in transition on many fronts. It is coming into a new age of technology with the conversion from old mainframe systems to enterprise support systems, known as OneCarolina. The student services functional areas are already in early stages of implementation, while proposals for new administrative services systems are under review, with anticipated implementation in the next two years. The University is also expanding its educational outreach, including the new Palmetto College, which will use interactive video and other technology-assisted delivery to offer students more options for completing their bachelor’s degrees. Research continues to be a vital part of the University, with sponsored research awards surpassing \$238 million in 2012. Other issues facing the University include the implementation of regulatory relief for higher education institutions in our state, potential immigration reform,

and the Affordable Care Act, which reforms healthcare in our country. Finally, almost 2,000 employees in FTE, Temporary and Research Grant/Time Limited positions are already at or fast-approaching retirement age. The rapid implementation of new technology combined with the evolving workforce, regulatory changes, and decreasing state funds will present unique problems and opportunities for the University.

### Purpose of this Project

The purpose of this project is two-fold. The first goal is to identify the potential number of retirees over the next five years to determine the impact on the overall University workforce. The second goal is to gauge if and how the University administrative and academic units are preparing for the coming changes in our workforce. Due to the agency size and the complexity of dealing with a multitude of academic and administrative units, this project will focus on the statistical data and internal survey results to make recommendations to the Division of Human Resources executive leadership to determine future services and programs that could be offered to guide the units through some of these transitions.

Preliminary demographic data was gathered from the Human Resources system using the criteria of retirement within five years based on either age or years of service. Additionally, Deans, Vice Presidents and HR Directors were surveyed to assess the current level of awareness with regard to pending retirements and related workforce planning at the college or division levels, including collection of demographic data, knowledge transfer, identification of skill sets and core competencies, and succession planning. The results will be used to determine if the academic and administrative units are doing any planning for their future workforce needs and to define the specific needs of the units. These needs will be used in part to develop new human

resources programs and services aimed at providing workforce planning assistance to our units over the next three to five years.

“Demographic Data” identifies employees, to include type of classification, age, years of service and responsibility unit. “Workforce Planning” broadly defines the University’s access to new and existing talent as well as linking our new systems to internal and external business practices. “Knowledge Transfer” is the practice of capturing and documenting the explicit and implicit knowledge from the older workforce. “Skill sets” is a particular category of skills necessary to acquire a job and “Core Competencies” are the measurable or observable knowledge, skills, abilities and behaviors critical to successful job performance. “Succession Planning” identifies and develops internal employees with the potential to fill key leadership positions.

### Demographic Data and Survey Results

The University Payroll has close to 18,000 employees on the payroll. This includes a headcount of 6,034 FTE employees, 777 Research Grant/Time Limited employees, 1,203 temporary faculty, 2,020 temporary staff, and 7,881 student employees. The demographic data shows that of the 6,034 FTE employees at the University, 846 met the defined criteria for retirement. This represents 14.02% of our FTE workforce. The data is further broken down to identify that 365 are faculty or research positions and the remaining 481 are staff. Additionally, approximately one-third of the 3,223 temporary faculty and staff, over 1,000 employees, meet the defined criteria for retirement, as well as 100 employees in Research Grant/Time Limited positions. This data is important since it could also be interpreted as a threat to our future workforce if we continue our reliance on a dwindling retiree pool to cover the workforce gaps.

The survey (Appendix A) was designed to assess the level of awareness within the University units of pending retirements and to determine what services and programs the Division of Human Resources could offer to ease the transition from the “Boomers” to the “Millennials”. Thirty-three surveys were sent, with 22 responses received, yielding a 66.6% return (Appendix B.) The survey was comprised of nine questions designed around current and future workforce planning and needs and one demographical question about the survey respondents.

Seven questions were specific to the level of assessment and planning the units are currently doing. When asked to what extent they have identified faculty and professional staff who are eligible for retirement in the next five years, 36.36% responded “completely” and 36.36% responded “somewhat”, while the remaining 27.18% responded “a little” or “not at all.” The second question asked about identification of skill sets of the retiring employees that will need to be replaced. While 22.73% indicated they had completely identified the skill sets, 50% have somewhat identified these, and 27.28% have identified a little or not at all. When asked about critical skill sets to develop or recruited for to meet future needs, 27.27% responded that they were completely aware of such skill sets, whereas 50% were somewhat aware and 22.73% were only a little or not at all aware of future skill set needs. With regard to a Knowledge Transfer Plan, 4.55% of the respondents have such a plan, while 22.73% responded they have somewhat of a plan and the remaining 72.73% have a little or none at all.

When asked if they have cataloged current skill sets to identify existing employees as potential candidates for leadership roles, 13.64% have done so completely, 54.54% have done so somewhat or a little, and 31.82% have not done so at all. When asked if their unit would be open to allowing flexibility in work arrangements, such as job sharing, telecommuting and/or part-

time work, 18.18% responded completely, whereas 72.73% are somewhat or a little, and 10% are not at all open to such arrangements.

With regard to the implementation of the new Enterprise Resource Planning software system, 40.91% believe the system will directly impact their current and future workforce needs, while 45.45% were not sure. The remaining 13.64% do not believe the implementation will have any effect on their workforce needs.

The last two questions dealt with future recruitment potential services and programs from the Division of Human Resources. When asked if existing recruitment tools such as USCJobs would be used to recruit for critical positions, 86.36% responded yes, 4.55% responded no, and 9.09% were unsure. Finally, respondents were asked which workforce planning services would be of interest to them. The top category is Knowledge Transfer Planning at 90%, followed by Professional Development at 85%; Employee Demographic Data and Development of Job Competencies were next, both at 80%. Organizational Development was indicated by 60%, and Generational Differences/Expectations of Aging Employees and Younger Workforce and Recruitment and Retention both were both indicated by 45% of the respondents.

### Summary of Data and Survey Information

The demographic data reflected a smaller number of FTE employees fit into the defined criteria than expected, but showed that a significant number of faculty and staff retirees have already migrated to temporary positions. The University's current workforce plan appears to consist mainly of the re-employment of retirees in temporary positions, a reactive approach that requires little thought or effort from the units right now, but one that will exhaust itself when the Boomer retirees permanently leave the workforce.



The survey gives clear indication that most of the units are at least thinking about the impending retirements. The broad interest in workforce planning topics reflects that the units are receptive to the Division of Human Resources leading the way by providing the necessary training and tools.

### Recommendations

The Division of Human Resource will need to establish a strategic approach to workforce planning that includes access to current data for planning and preparation, services and programs, and recommendations for implementation plans. The long-term strategy should not be considered a one-size fits all, but rather an outline that can be adapted to meet the varying needs of our units, large or small. The survey responses reflect a strong need for services and education focused on knowledge transfer, professional development, and development of job competencies. These services have a commonality in that we need to know the basics, what we do, why we do it, how we do it, and how we can do it better. The following recommendations are adapted in part from a Workforce Planning Template provided by the State of South Carolina Division of Human Resources. (<http://www.ohr.sc.gov/OHR/wfplan/wfplan-wisit.htm>)

**Demographic Data:** The University needs to assess demographic data and impending environmental changes and the impact on our future. The first step is to address the immediate need for reliable demographic data. University units need access to data that provides them a snapshot of their current workforce in order to plan for the future. Unfortunately, this raw data is stored in a fragile legacy system that requires much manual manipulation. When gathering the data for this project, there were over 50 obvious incorrect birthdates, reflecting employees as old as 113 years of age and as young as 12 years of age. The Division of Human Resources will

need to commit to regular data cleansing to insure correctness of birth dates, state service dates and other data relevant to retirement eligibility.

The division should work with the units to determine what information and formatting would be most helpful to them and how to best transmit the reports on a regular schedule. The division currently has ongoing partnerships that can be utilized to help establish the parameters for the demographic data and distribution, such as the HR Partners Group, which is comprised of representatives from system-wide University departments. This group meets regularly to discuss critical HR issues and provide feedback to the Division.

Other relevant data factors include the impending regulatory reform for state higher education institutions, as well as the previously mentioned implementation of new enterprise support systems. Additionally, the ongoing changes to the University's overall budget will be a critical factor as state dollars diminish and funding shifts to other sources, such as increased tuition dollars and research funding. All of these factors will need to be considered along with the unit's individual mission, service and program goals as units move forward with workforce planning. The units would use this information to develop a forecast of potential staffing needs over the next three to five years.

**Knowledge Transfer Plan:** Once the demographic data identifies the positions that fit into the defined parameters for retirement, the units need to ask what critical knowledge these employees have and begin the process of capturing it. A successful knowledge transfer plan will rely on a number of mechanisms to document current work practices and histories and to capture and preserve basic explicit and tacit institutional knowledge. In *Lost Knowledge*, author David Delong recommends "knowledge transfer practices should focus on leaning forward, not just

capturing war stories.” He recommends focusing on knowledge that will “affect future decision making and actions, not just capture information about the past.” (pg. 86)

It is important that the knowledge be packaged into formal training materials. The State of South Carolina already has a comprehensive Knowledge Transfer Plan that could be utilized to at least start the process at the University. The plan has a number of tools, including guides and worksheets that could be used outright or adapted to better suit the needs of the University.

(<http://www.state.sc.us/dio/KnowledgeTransfer.htm>)

**Catalog Current/Future Skill Sets and Succession Planning:** These are grouped together because good succession plan begins with identifying the current skill sets and comparing them to the current and future needs of the University. In the Winter 2012-2013 issue of *The Higher Education Workplace* article on succession planning, this is described as “PACK A BASKET. Create a specific model for every job that defines the Behavior, Attitude, Skills, Knowledge, Experience and Talent, or BASKET, necessary to succeed in the role.” The BASKET approach helps define the skills and experience for current and future roles. Succession planning requires a thoughtful approach to understand where the University is going and what types of employees we need to cultivate to get there. Recommended steps include: identifying the job skills required for future positions, determining if current employees possess the skills, and finally, analyzing the differences between current employee skills/competencies and future needs. The analysis could reflect a surplus of employees that may need to be redeployed into other positions, as well as direct recruiting efforts on skill sets that cannot be found within.

**Job Competencies:** Job competencies define the skills required to perform a job. It's not just knowledge, but also how the employee applies that knowledge to perform the assigned job functions. Development of core competencies will provide our units with baseline standards for professional positions that will allow for consistent application across the University. Core competencies should be developed to meet the needs for academic, research and professional positions, based on the overall needs and goals of the University. Core competencies focus on the essentials that apply to all positions, such as job knowledge, communication skills, analytical abilities, and problem-solving. Job specific competencies might include leadership, management, creativity, technical, and strategic skills. The units need to be able to identify the competencies required for the future, either to replace the current workforce or to meet the challenges brought on by the changing environment. The next step is to determine if any current employees already have these competencies, or at least have the capacity to develop them, and finally to analyze the differences and identify deficiencies that will need to be addressed.

**Professional Development:** Professional development programs help employees build knowledge and skills to succeed in current roles and prepare for future roles within the University. Effective professional development plans are often based on a 70-20-10 formula. 70% is on-the-job experience obtained when employees take on more challenging work and look for ways to improve themselves. 20% is identified as coaching and feedback, such as regular formal appraisals and informal opportunities throughout the year, from managers, mentors and coworkers. The remaining 10% is formal training, offered through professional development and educational opportunities. Once the units assess their current workforce and determine what is needed to move forward, they will need to offer professional development opportunities to current academic and professional staff to prepare them for their future roles in the University.

Last year, the University implemented *Skillport*, an e-learning system that offers access to thousands of courses and allows managers and employees to customize curriculum plans to suit their needs. The courses cover everything from IT certification programs to business practices and leadership development. The University also offers a tuition assistance program, allowing employees access to full educational opportunities. Both of these programs offer a full array of professional and educational development to improve the current workforce and prepare them for future jobs within the University.

**Organizational Development:** Some common strategies for organizational development include development of vision and mission statements, setting goals, and the development and implementation of new programs and services. The Division of Human Resources has already begun assisting some units with organizational development and can expect the demands for these services to increase in the future.

**Recruitment and Retention:** Recruiting a talented pool of applicants is the end result of going through most of the proceeding steps to define the unit's needs, required skillsets and competencies for each position to ensure the units are recruiting to best meet current and future needs, not just plugging a hole. It means hiring the right person for the right jobs. This will require developing the right skillsets and job competencies before the advertising process even starts.

The Division of Human Resources should develop best practices and tools to aid in the recruitment of talented academic and professional staff to lead the University. The bottom line in recruiting is often the ability to match private industry. State government, including higher education institutions, has in the past offered benefits that outweighed private sectors

compensation. This is not necessarily the case anymore. The University will have to invest wisely in filling positions to meet future needs and likewise will have to invest to retain those hires.

Once successful with recruiting, the units will need to develop solid retention tools to retain the employees. This means not only investing in compensation, but also in professional development and formal employee recognition strategies. Recruiting continues even after the applicant becomes the employee. Managers will need to be re-educated to deal with the new generation coming into workforce. The Millennials are less likely to stay with the University for the duration of their careers unless they are challenged and motivated by their work, feel valued and compensated appropriately compared to their peers in private industry. It is also important at this point to retain the Boomers as long as they are willing to work, allowing them to transition out of the workforce at their own pace. Recommended retention strategies include development of a solid on-boarding toolkit, mentoring programs within the units, individual development plans, and consideration of flexible work arrangements such as different schedules, part-time employment, and telecommuting options.

### Summary

The Boomers are leaving the workforce in record numbers. The Millennials are entering the workforce in record numbers. There has never been a better time to rethink what the job actually is, what needs to be done and how. While the demographic data shows a moderate number of FTE positions are in the targeted range for retirement within the next five years, it also reflects a large number of those who have already retired have returned to the workforce in some capacity. While these employees are still here, the University has time to plan and deploy

workforce management strategies, including knowledge retention, identification of skillsets, and development of job competencies.

Much of the implementation needs to be initiated at the unit level, but these units are looking to the Division of Human Resources to lead the way. The division has been charged with enormous responsibility with the implementation of OneCarolina, and also must help navigate through regulatory reforms at the state and national level.

While this project didn't lead to any actual implemented changes at this time, it provides a roadmap for the Division of Human Resources for future planning. The survey results support development of new programs and services to aid our units in planning their future workforce. The division isn't staffed to implement significant changes on its own, but the current partnerships with units such as Facilities and Student Affairs and the HR Partners group have laid the groundwork for future endeavors to lead the efforts as consulting partners.

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## Workforce Planning

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### Current View

INCLUDES: 22 of 22 respondents

[Export All](#)[+ Filter + Compare + Show](#)[Filter by Question and Answer](#)[Question Summaries](#)[Individual Responses](#)[Filter by Collector](#)

PAGE 1

[Filter by Completeness](#)

Q1

[Chart Type](#)[Display Options](#)[Export](#)[Filter by Time Period](#)[Filter by Respondent Metadata](#)[Cancel](#)

FILTER BY QUESTION AND ANSWER

Choose...

OR

[Q](#)[Cancel](#)[Back](#)[Back](#)

COMPARE BY QUESTION AND ANSWER

Choose...

OR

[Q](#)[Cancel](#)[Back](#)

### No Rules Applied

Rules allow you to **FILTER**, **COMPARE** and **SHOW** results to see trends and patterns. [Learn more »](#)

Q2

[Chart Type](#)[Display Options](#)[Export](#)

### Saved Views (1)

[?](#)**Original View** (No rules applied)[Save as...](#)

### Exports

[?](#)

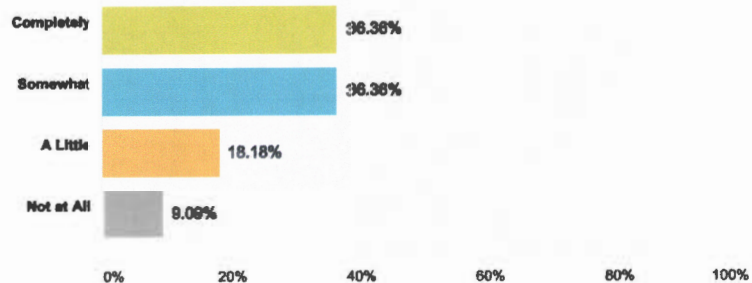
#### PRO FEATURE

Export your survey data in .XLS, .CSV, and .PDF format. (More formats available soon.)

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To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Answered: 22 Skipped: 0



Answer Choices

Responses

Completely

36.36%

8

Somewhat

36.36%

8

A Little

18.18%

4

Not at All

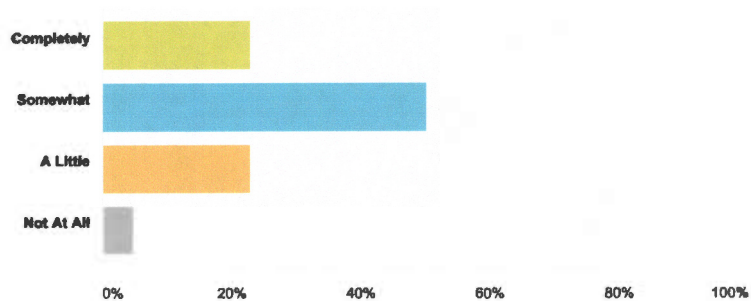
9.09%

2

Total Respondents: 22

To what extent have you identified specific skill sets of these employees that will need to be replaced?

Answered: 22 Skipped: 0



Answer Choices

Completely

Somewhat

A Little

Not At All

Total Respondents: 22

Responses

22.73%

50%

22.73%

4.55%

5

11

5

1

Q3

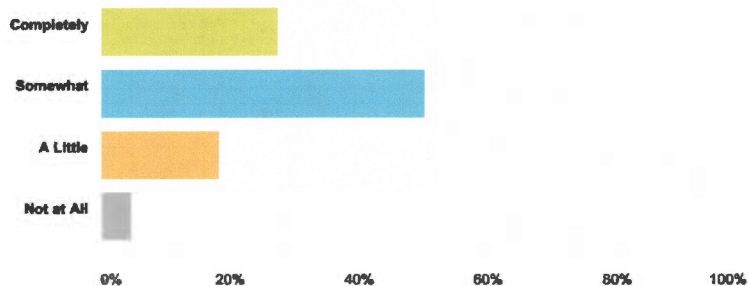
Chart Type

Display Options

Export

**Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?**

Answered: 22 Skipped: 0



Answer Choices

Completely

Somewhat

A Little

Not at All

Total Respondents: 22

Responses

27.27%

50%

18.18%

4.55%

6

11

4

1

Q4

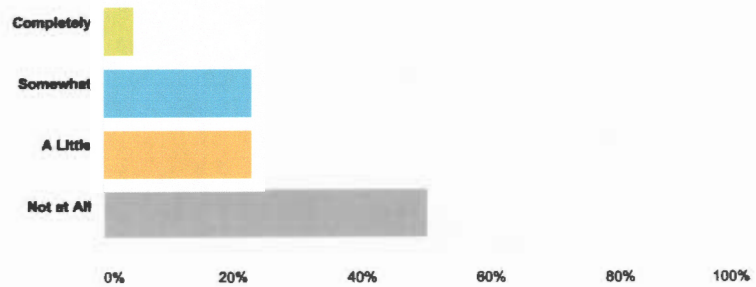
Chart Type

Display Options

Export

**To what extent do you have a Knowledge Transfer Plan?**

Answered: 22 Skipped: 0



Answer Choices

Responses

Completely

4.55%

1

Somewhat

22.73%

5

A Little

22.73%

5

Not at All

50%

11

Total Respondents: 22

Q5

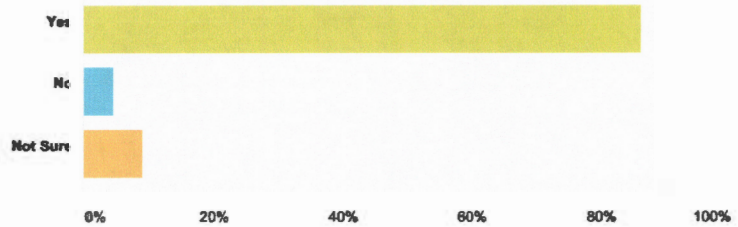
Chart Type

Display Options

Export

**Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?**

Answered: 22 Skipped: 0



Answer Choices

Responses

Yes

86.36%

19

No

4.55%

1

Not Sure

9.09%

2

Total Respondents: 22

Q6

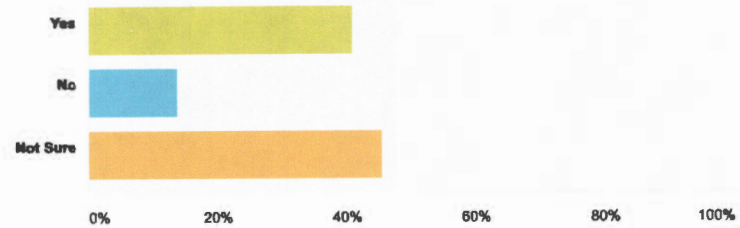
Chart Type

Display Options

Export

**Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?**

Answered: 22 Skipped: 0



Answer Choices

Responses

Yes

40.91%

9

No

13.64%

3

Not Sure

45.45%

10

Total Respondents: 22

Q7

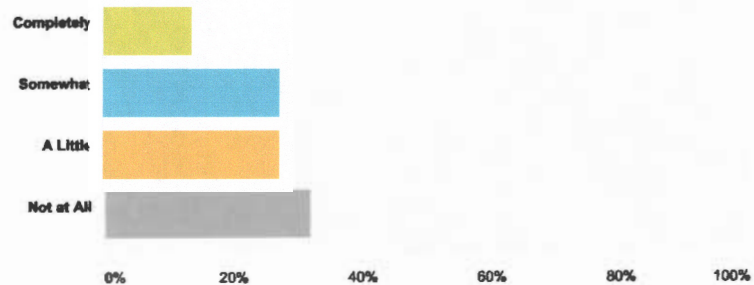
Chart Type

Display Options

Export

**Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?**

Answered: 22 Skipped: 0



Answer Choices

Responses

Completely

13.64%

3

Somewhat

27.27%

6

A Little

27.27%

6

Not at All

31.82%

7

Total Respondents: 22

Q8

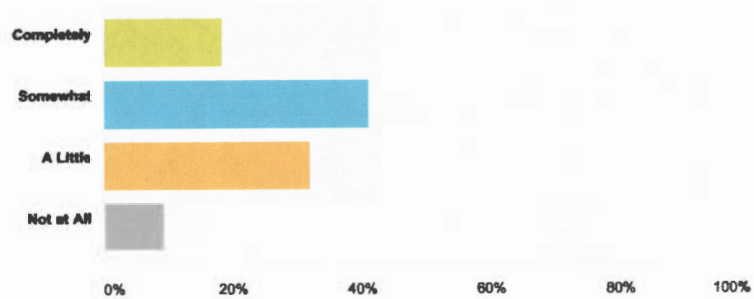
Chart Type

Display Options

Export

**Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?**

Answered: 22 Skipped: 0



Answer Choices

Responses

Completely

18.18%

4

Somewhat

40.91%

9

A Little

31.82%

7

Not at All

9.09%

2

Total Respondents: 22

Q9

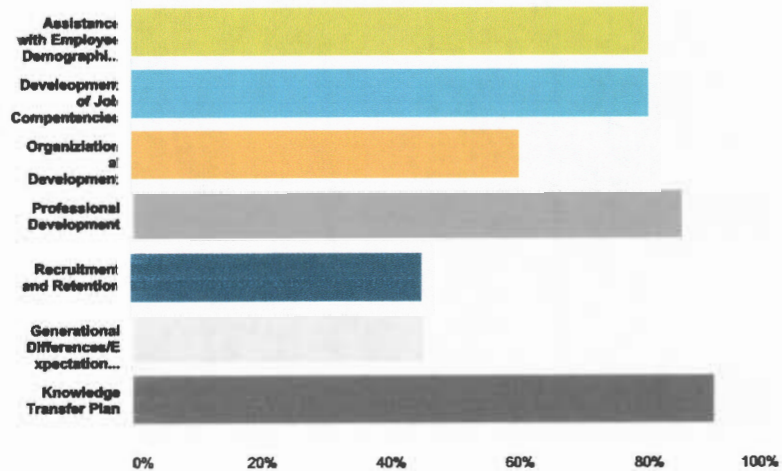
Chart Type

Display Options

Export

**As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.**

Answered: 20 Skipped: 2



Answer Choices

Responses

Assistance with Employee Demographic Data such as years of service, age, etc.

80%

16

Development of Job Competencies

80%

16

Organizational Development

60%

12

Professional Development

85%

17

Recruitment and Retention

45%

9

Generational Differences/Expectations of Aging Employees and Younger Workforce

45%

9

Knowledge Transfer Plan

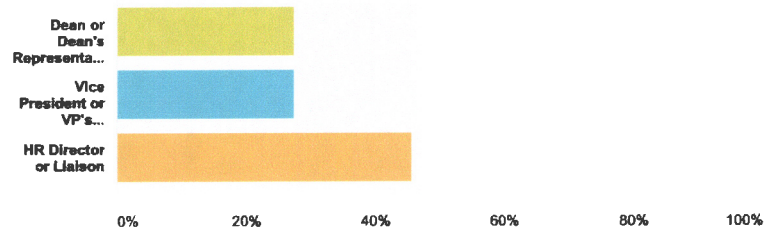
90%

18

Total Respondents: 20

Other (please specify) (3) [Expand](#)

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**Which best describes your position?**

Dean or Dean's Representative	27.27%
Vice President or VP's Representative	27.27%
HR Director or Liaison	45.45%

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INCLUDES: 23 of 23 respondents

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### COMPLETE

**Collector:** Web Link (Web Link)**Started:** Wednesday, March 06, 2013 10:46:52 AM**Last Modified:** Wednesday, March 06, 2013 10:54:19 AM**Time Spent:** 00:07:27**IP Address:** 129.252.70.25[Edit](#) [Delete](#)

### FILTER BY QUESTION AND ANSWER

[Choose...](#)

OR

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### COMPARE BY QUESTION AND ANSWER

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**Original View** (No rules applied)

### Exports



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### PAGE 1

**Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?**

Completely

**Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?**

Somewhat

**Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?**

Somewhat

**Q4: To what extent do you have a Knowledge Transfer Plan?**

A Little

**Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?**

Yes

**Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?**

No

**Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?**

A Little

**Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?**

Not at All

**Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.**

Assistance with Employee Demographic Data such as years of service, age, etc.

Development of Job Competencies

**Other (please specify)**

Use existing demographic data extensively; concerned that other tools that might be acquired will lack nuances required in academia, might work for clerical and professional staff, but not for faculty.

Q10: Which best describes your position?

Dean or Dean's Representative

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Respondent #2

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Started: Wednesday, March 06, 2013 10:59:41 AM

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Time Spent: 00:01:50

IP Address: 129.252.83.202

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Completely

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Completely

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

Somewhat

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Yes

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Somewhat

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Completely

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Professional Development

### Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Q10: Which best describes your position?

Dean or Dean's Representative

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Respondent #3

**COMPLETE**

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Started: Wednesday, March 06, 2013 11:41:24 AM

Last Modified: Wednesday, March 06, 2013 11:43:14 AM

Time Spent: 00:01:50

IP Address: 129.252.154.122

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PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Completely

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

A Little

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Knowledge Transfer Plan

Recruitment and Retention

Development of Job Competencies

Organizational Development

Generational Differences/Expectations of Aging Employees and Younger Workforce

Assistance with Employee Demographic Data such as years of service, age, etc.

Professional Development

Q10: Which best describes your position?

HR Director or Liaison

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Last Modified: Wednesday, March 06, 2013 12:01:01 PM

Time Spent: 00:01:06

IP Address: 129.252.223.73

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Completely

Q4: To what extent do you have a Knowledge Transfer Plan?

Somewhat

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Yes

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

A Little

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Recruitment and Retention

Q10: Which best describes your position?

Vice President or VP's Representative

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PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

[Somewhat](#)

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

[Completely](#)

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

[Completely](#)

Q4: To what extent do you have a Knowledge Transfer Plan?

[Not at All](#)

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

[Yes](#)

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

[Yes](#)

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

[Not at All](#)

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

[A Little](#)

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

[Development of Job Competencies](#)

Generational Differences/Expectations of Aging Employees and Younger Workforce

Knowledge Transfer Plan

Organizational Development

Assistance with Employee Demographic Data such as years of service, age, etc.

Professional Development

Q10: Which best describes your position?

HR Director or Liaison

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Respondent #6

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Collector: Web Link (Web Link)

Started: Wednesday, March 06, 2013 1:44:24 PM

Last Modified: Wednesday, March 06, 2013 1:46:08 PM

Time Spent: 00:01:44

IP Address: 129.252.223.66

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Completely

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Completely

Q4: To what extent do you have a Knowledge Transfer Plan?

Somewhat

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Yes

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Completely

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Development of Job Competencies

Recruitment and Retention

Organizational Development

Generational Differences/Expectations of Aging Employees and Younger Workforce

Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Professional Development

Q10: Which best describes your position?

Vice President or VP's Representative

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Respondent #7

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Last Modified: Wednesday, March 06, 2013 2:21:38 PM

Time Spent: 00:06:28

IP Address: 129.252.69.127

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

A Little

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

A Little

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Completely

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Generational Differences/Expectations of Aging Employees and Younger Workforce

Professional Development

Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Development of Job Competencies

Recruitment and Retention

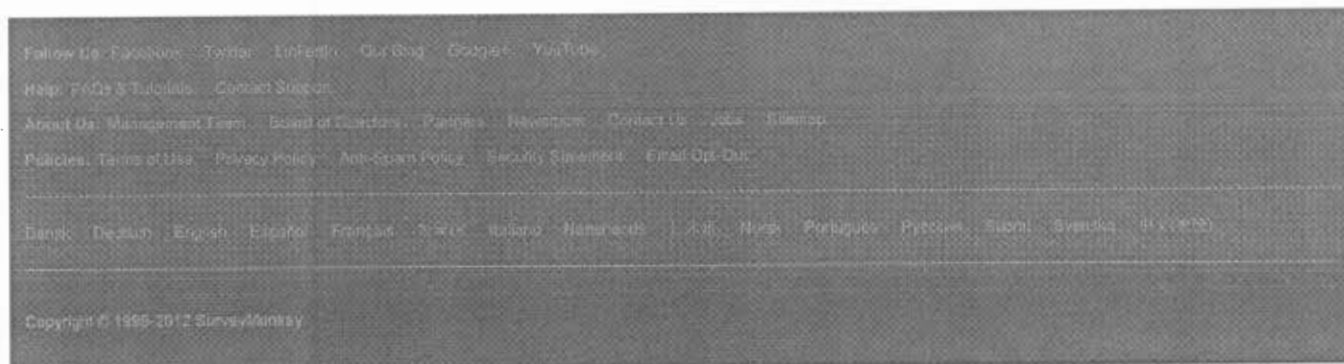
Organizational Development

Other (please specify)

We welcome any insight!

Q10: Which best describes your position?

HR Director or Liaison



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Last Modified: Wednesday, March 06, 2013 2:29:30 PM

Time Spent: 00:01:27

IP Address: 129.252.71.52

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PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

A Little

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

A Little

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Somewhat

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

A Little

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Generational Differences/Expectations of Aging Employees and Younger Workforce

Development of Job Competencies

Organizational Development

Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Professional Development

Q10: Which best describes your position?

Dean or Dean's Representative

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Respondent #9

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Collector: Web Link (Web Link)

Started: Thursday, March 07, 2013 9:22:54 AM

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Time Spent: 00:04:15

IP Address: 129.252.70.203

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Completely

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Completely

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Completely

Q4: To what extent do you have a Knowledge Transfer Plan?

Completely

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Yes

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Completely

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Completely

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Recruitment and Retention

Development of Job Competencies

Organizational Development

Generational Differences/Expectations of Aging Employees and Younger Workforce

Assistance with Employee Demographic Data such as years of service, age, etc.

Knowledge Transfer Plan

Professional Development

Q10: Which best describes your position?

Vice President or VP's Representative

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Respondent #10

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Completely

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Completely

Q4: To what extent do you have a Knowledge Transfer Plan?

Somewhat

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

A Little

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

A Little

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Development of Job Competencies

Professional Development

Knowledge Transfer Plan

Q10: Which best describes your position?

HR Director or Liaison

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Respondent #11

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Collector: Web Link (Web Link)

Started: Thursday, March 07, 2013 11:35:50 AM

Last Modified: Thursday, March 07, 2013 11:38:34 AM

Time Spent: 00:02:44

IP Address: 129.252.69.217

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Yes

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Not at All

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Professional Development

Knowledge Transfer Plan

Development of Job Competencies

Recruitment and Retention

Organizational Development

Generational Differences/Expectations of Aging Employees and Younger Workforce

Other (please specify)

HR Database—to encompass all personnel data. Currently the USC System provides easy access to critical data; however, one must retrieve the data from numerous reports. Additionally, the data is not consistent across all reports.

Q10: Which best describes your position?

HR Director or Liaison

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Respondent #12

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Started: Thursday, March 07, 2013 1:12:16 PM

Last Modified: Thursday, March 07, 2013 1:13:32 PM

Time Spent: 00:01:16

IP Address: 129.252.21.135

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Not at All

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Not At All

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Not at All

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Not at All

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Generational Differences/Expectations of Aging Employees and Younger Workforce

Organizational Development

Professional Development

Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Develeopment of Job Competencies

Recruitment and Retention

Q10: Which best describes your position?

Dean or Dean's Representative

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**Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?**[Completely](#)**Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?**[Somewhat](#)**Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?**[Somewhat](#)**Q4: To what extent do you have a Knowledge Transfer Plan?**[Not at All](#)**Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?**[Yes](#)**Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?**[Yes](#)**Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?**[Not at All](#)**Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?**[A Little](#)**Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.**[Knowledge Transfer Plan](#)

Development of Job Competencies

Organizational Development

Assistance with Employee Demographic Data such as years of service, age, etc.

Professional Development

Q10: Which best describes your position?

HR Director or Liaison

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Respondent #14

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Collector: Web Link (Web Link)

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Last Modified: Thursday, March 07, 2013 9:53:34 PM

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IP Address: 204.116.168.242

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

A Little

Q4: To what extent do you have a Knowledge Transfer Plan?

A Little

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Yes

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Not at All

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Professional Development

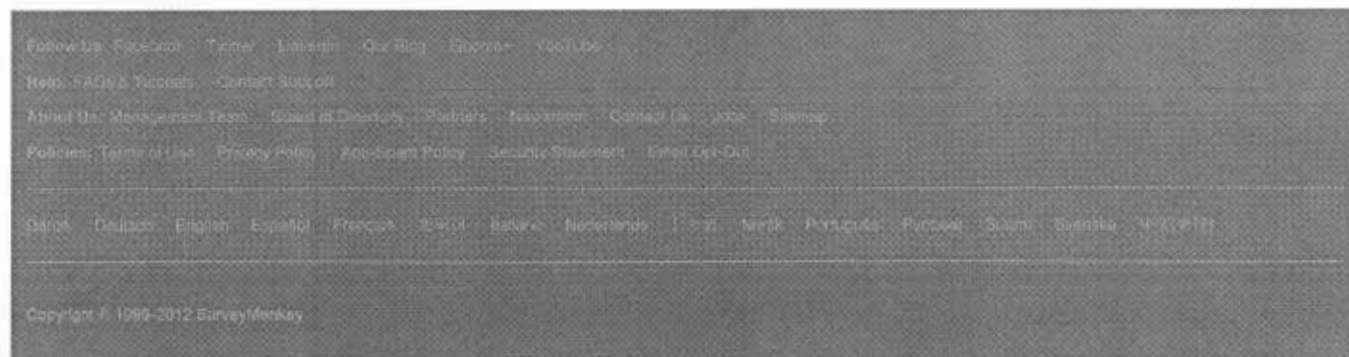
Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Organizational Development

Q10: Which best describes your position?

Vice President or VP's Representative



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Collector: Web Link (Web Link)

Started: Friday, March 08, 2013 8:00:48 AM

Last Modified: Friday, March 08, 2013 8:02:23 AM

Time Spent: 00:01:35

IP Address: 129.252.174.185

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**Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?**

A Little

**Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?**

A Little

**Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?**

A Little

**Q4: To what extent do you have a Knowledge Transfer Plan?**

Not at All

**Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?**

Yes

**Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?**

Not Sure

**Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?**

Somewhat

**Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?**

Completely

**Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.**

Professional Development

Development of Job Competencies

Recruitment and Retention

Knowledge Transfer Plan

Organizational Development

Assistance with Employee Demographic Data such as years of service, age, etc.

Q10: Which best describes your position?

HR Director or Liaison

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Respondent #16

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Collector: Web Link (Web Link)

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Last Modified: Friday, March 08, 2013 12:44:50 PM

Time Spent: 00:03:03

IP Address: 129.252.97.184

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

A Little

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

A Little

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

A Little

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Not at All

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Knowledge Transfer Plan

Assistance with Employee Demographic Data such as years of service, age, etc.

Development of Job Competencies

Professional Development

Q10: Which best describes your position?

Dean or Dean's Representative

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Time Spent: 00:02:13  
IP Address: 70.193.37.118

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Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Completely

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Completely

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

Somewhat

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

No

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

No

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Somewhat

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Not at All

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Respondent skipped this question

Q10: Which best describes your position?

Vice President or VP's Representative

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Question Summaries



Individual Responses

Respondent #18

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**Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?**

Completely

**Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?**

Somewhat

**Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?**

Somewhat

**Q4: To what extent do you have a Knowledge Transfer Plan?**

Not at All

**Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?**

Yes

**Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?**

Yes

**Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?**

Completely

**Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?**

Somewhat

**Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.**

Recruitment and Retention

Assistance with Employee Demographic Data such as years of service, age, etc.

Generational Differences/Expectations of Aging Employees and Younger Workforce

Knowledge Transfer Plan

Professional Development

Q10: Which best describes your position?

Vice President or VP's Representative

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## Workforce Planning

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Respondent #19

COMPLETE

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Collector: Web Link (Web Link)

Started: Wednesday, March 13, 2013 4:00:25 PM

Last Modified: Wednesday, March 13, 2013 4:02:36 PM

Time Spent: 00:02:11

IP Address: 129.252.2.100

### FILTER BY QUESTION AND ANSWER

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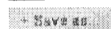
### No Rules Applied

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### Exports



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PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

A Little

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

A Little

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Not Sure

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Not at All

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

Somewhat

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

*Respondent skipped this question*

Q10: Which best describes your position?

HR Director or Liaison

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Respondent #20

COMPLETE

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Collector: Web Link (Web Link)

Started: Thursday, March 14, 2013 3:18:48 PM

Last Modified: Thursday, March 14, 2013 3:19:35 PM

Time Spent: 00:00:47

IP Address: 129.252.52.250

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## COMPARE BY QUESTION AND ANSWER

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PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Completely

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

A Little

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Somewhat

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

A Little

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Development of Job Competencies

## Knowledge Transfer Plan

Q10: Which best describes your position?

HR Director or Liaison

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FILTER BY QUESTION AND ANSWER

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COMPARE BY QUESTION AND ANSWER

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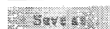
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Respondent #21

#21

COMPLETE

Collector: Web Link (Web Link)

Started: Friday, March 22, 2013 9:46:37 AM

Last Modified: Friday, March 22, 2013 9:48:35 AM

Time Spent: 00:01:58

IP Address: 129.252.69.25

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PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Not at All

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

A Little

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

A Little

Q4: To what extent do you have a Knowledge Transfer Plan?

Not at All

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Not Sure

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

Not Sure

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

A Little

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

A Little

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Development of Job Competencies

Knowledge Transfer Plan

Organizational Development

Professional Development

Assistance with Employee Demographic Data such as years of service, age, etc.

Q10: Which best describes your position?

HR Director or Liaison

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 Question  
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Responses

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Filter by Completeness

Filter by Time Period

Filter by Respondent Metadata

Respondent #22

### COMPLETE

Collector: Web Link (Web Link)

Started: Friday, March 22, 2013 10:37:14 AM

Last Modified: Friday, March 22, 2013 10:38:24 AM

Time Spent: 00:01:10

IP Address: 65.122.172.124

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### COMPARE BY QUESTION AND ANSWER

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### PAGE 1

Q1: To what extent have you identified your faculty and professional staff who are eligible for retirement in the next five years?

Somewhat

Q2: To what extent have you identified specific skill sets of these employees that will need to be replaced?

Somewhat

Q3: Do you know what critical skill sets need to be developed, or recruited for, to meet future needs?

Somewhat

Q4: To what extent do you have a Knowledge Transfer Plan?

A Little

Q5: Do you anticipate using existing resources such as USCJobs or alternative sources to recruit for your critical positions?

Yes

Q6: Do you think the implementation of an Enterprise Resource Planning (ERP) software system as part of OneCarolina will impact your current and future workforce needs?

No

Q7: Have you cataloged skill sets of your current employees to identify potential candidates who could assume leadership roles when current leaders retire?

Somewhat

Q8: Are you open to allowing flexibility to accommodate the needs of employees considering retirement or to the new generation of workers who seek flexibility, such as job sharing, telecommuting, and/or part-time work?

A Little

Q9: As part of Workforce Planning, would you be interested in any of the following services from the Division of Human Resources? Check all that apply.

Development of Job Competencies

Professional Development

Assistance with Employee Demographic Data such as years of service, age, etc.

Knowledge Transfer Plan

Q10: Which best describes your position?

Dean or Dean's Representative

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